DOCUMENT RESUME

ED 248 934 JC 840 529

AUTHOR Glenn, Hugh W.
TITLE A Telephone Survey: An Assessment of the Community's Participation and Planned Enrollment in the Programs and Courses at Saddleback College. Final Report.
INSTITUTION Saddleback Community Coll., Mission Viejo, Calif.
PUB DATE Sep 84
NOTE 59p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; *Educational Needs; Enrollment Influences; Questionnaires; Tuition; Two Year Colleges

ABSTRACT

In spring 1984, a survey was conducted in the Saddleback Community College District (SCCD) to assess the surrounding community's familiarity with Saddleback College and its programs, and to establish a database to assist in educational planning. A telephone survey was used to determine the opinions of 502 adults living in central and southern Orange County. Study findings included the following: (1) 82% of the respondents living within the SCCD had earned some college credit, a baccalaureate, or an advanced degree; (2) 38% of the SCCD respondents were attending or had attended Saddleback College; (3) 62% of the respondents reported reading the college's schedule of classes, while 22% read other SCCD mailings; (4) 43% of the SCCD residents planned to enroll in a college course within the next 12 months, with 75% of this group planning to attend Saddleback College; (5) of those who planned to enroll in a community college, 86% stated that tuition would have no effect on their plans, while 9% said that tuition would cause them to enroll in fewer courses; (6) educational interests were greatest in courses to improve job skills, prepare for employment, improve basic skills, and prepare for transfer; and (7) the availability of personal computers was the factor most likely to influence the respondents' decision to enroll in college courses. The interview schedule is appended. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. W. Glenn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED248934

JC 840 529

A TELEPHONE SURVEY: AN ASSESSMENT OF THE COMMUNITY'S PARTICIPATION AND PLANNED ENROLLMENT IN THE PROGRAMS AND COURSES AT SADDLEBACK COLLEGE

FINAL REPORT

Hugh W. Glenn

David P. Habura, Vice Chancellor
Educational Services and Student Development

September 1984

TABLE OF CONTENTS

	Page
ABSTRACT	ii
LIST OF TABLES	iv
LIST OF FIGURES	v
Introduction	1
Sample	2
Data Collection	3
Respondent Characteristics	7
Age Residence Gender Education Completed	
Student Status at Saddleback College	15
Familiarity with Saddleback College	15
Plans to Enroll in College Courses	17
Effect of Tuition on Enrollment	19
Interest in Selected Course Categories	21
Courses to Improve Job Skills Courses Offered Through Community Services Courses to Prepare for Employment Courses to Improve Basic Skills Courses to Transfer	
Interest in Enrolling in Specific Courses	24
Interest in Enrolling in Courses by Subject Area	25
Influence of Selected Programs and Courses on Enrollment	28
Reactions to Selected Statements Concerning the Relevancy, Quality, and Number of Saddleback College Programs and Courses	31
Use of the Survey's Data Base	33
Summary	34

Appendices 37

A. Telephone Survey Instrument 38

B. Classification of Courses 47

C. Classification of Courses by Subject Area 51

Abstract

Under the direction of the Vice Chancellor, Educational Services and Student Development, a telephone survey of 502 adults living in central and southern Orange County, 460 residing within the boundaries of the Saddleback Community College District, was conducted during March and April 1984. The survey attempted to determine the community's familiarity with Saddleback College and its programs and to establish a data base to assist in educational planning.

The survey found that 38 percent of the respondents living within the District were enrolled or had completed at least one class at Saddleback College. Most (76 percent) had attended Saddleback College South in Mission Viejo; approximately 18 percent had attended Saddleback College North in Irvine. Of the 200 respondents who stated they planned to enroll in a college course within the next twelve months, 71 percent indicated they planned to attend Saddleback College.

Respondents living within the District expressed the most interest in enrolling in courses to improve job skills and in workshops, seminars, and courses sponsored by the Office of Community Services. Respondents who expressed an interest in selected course categories named 811 courses that were coded into 21 subject areas. Twenty (20) percent of these courses were classified as business courses; 15 percent as workshops, seminars, and courses sponsored

by the Office of Community Services; 13 percent as computer courses; 9 percent as fine/applied arts courses; and 7 percent as reading and writing courses. The availability of personal computers to use in and out of class, the opportunity to view athletic events, and the presence of an art program were the factors identified as the ones most likely to influence the respondents' decision to enroll at Saddleback College.

Overall, respondents believed that Saddleback College should increase the number of its programs and courses. Of those programs and courses named in the survey, respondents most strongly supported increasing the number of the following types of courses: courses to improve job skills, courses for working adults, courses in high technology, courses for part-time students, courses (and seminars and workshops) sponsored by the Office of Community Services, and courses that are part of various vocational programs.

LIST OF TABLES

Table		Page
1.	Age of Respondents	9
2.	Residence of Respondents	11
3.	Education Completed	14
4.	Student Status at Saddleback College	16

LIST OF FIGURES

Figure		Page
1.	Age of Respondents	8
2.	Gender of Respondents	13
3.	Sources of Information About Saddleback College	18
4.	Reasons for Not Attending Saddleback College	20
5.	Interest in Selected Course Categories	22
6.	Subject Areas Coded	27
7.	Influence of Selected Programs and Services on Enrollment (Respondents Who Planned to Attend)	29
8.	Influence of Selected Programs and Services on Enrollment (Respondents Who Were Undecided or Who Did Not Plan to Attend)	30
9.	Agreement with Statements	32

Introduction

To better define the educational needs of the community, Saddleback College conducted a telephone survey during March and April 1984. Selected adults residing within its service and border areas were surveyed to determine their familiarity with Saddleback College in general and to seek information and opinion concerning their knowledge of the nature and scope of Saddleback's educational programs and courses.

Telephone surveys are an excellent means of efficiently collecting relatively reliable data. Furthermore, this research approach can result in improving the relationship between the college and the community and in enhancing the image of the college. Telephone surveys have been successfully conducted by other California community colleges and districts for gathering information, including Diablo Valley College, Santa Ana College, Coast Community College District, and the Los Rios Community College District.

This survey included 502 adults, 460 residing within the service area of the Saddleback Community College District. The findings of the survey, a description of the methodology used, and the survey instrument are included in this study.

Sample

Telephone numbers of residents living within the Saddleback Community College District were randomly selected from the telephone directories covering central and southern Orange County, the service area of Saddleback College. The northern part of the District includes the cities of Irvine and Tustin; in addition, it includes the Marine Corps Air Station, El Toro; and the Marine Corps Helicopter Air Station, Tustin. The southern part includes the cities and communities of Capistrano Beach, Dana Point, El Toro, Laguna Beach, Laguna Hills, Laguna Niguel, Mission Viejo, San Clemente, San Juan Capistrano, South Laguna, and Trabuco Canyon.

The final digit of each selected telephone number was increased by one so as to include in the study a representative sample of the approximately 20 percent of central and southern Orange County residents with unlisted telephone numbers, a standard technique used in many previous surveys of California community colleges. For example, if the number 559-9300 were randomly selected, the number 559-9301 was dialed. If the number dialed did not result in reaching an eligible respondent or did not result in a completed interview, the number 559-9302 was dialed.

The approximate population of the Saddleback Community College District is 450,000. A sample of 502, therefore, yields

results expected to be within plus or minus 5 percentage points of what the results would have been had every resident within the District been surveyed. To illustrate, if 86 percent of the respondents who indicated they planned to attend a community college within the next twelve months stated that paying tuition would have no affect on their enrollment, it is assumed with 95 percent confidence that between 81 and 91 percent of the population would have indicated the same response to the same question.

In addition to the sample of adults living within the service area of Saddleback College, forty-two (42) telephone numbers in Saddleback's border areas (Anaheim, Orange, Santa Ana, Tustin) were generated in the manner previously described. It was initially hypothesized that the responses of residents living within border areas would differ from the responses of residents living within the District's service area. Such was not the case, however. The responses of border area residents closely approximated the responses of residents living within the District's service area.

Data Collection

Interviewers, trained and supervised by the survey coordinator, telephoned the numbers selected, asked the survey questions, and recorded the responses to each question on the survey instru-

instrument (see Appendix A). Interviewers conducted the survey between March 18 and April 6, 1984. Most interviews were completed in approximately ten to fifteen minutes by five skilled interviewers; two had previous experience working for professional research organizations.

Because of the unusually high response rate, it was decided not to maintain formal records concerning such factors as the number of telephone calls attempted, the number of busy signals encountered, or the number of people reached who declined to participate. The high response rate most likely was attributable to the careful construction and selection of the survey items. In many cases, previously tested items were used, ones structured so as to maximize the respondents willingness to participate in the survey. The time spent to carefully develop the survey instrument was well worth the effort. There were very few interviews terminated after establishing the eligibility of the respondent to participate; that is, after determining that the respondent lived within the area being surveyed, met the minimum age requirement, and understood the survey questions well enough to respond to them.

Since accurate and current demographic information about the people residing within the Saddleback College Community District is available (1980 Census Report; Orange County Progress Report, Vol. 20), a limited number of demographic questions were included. The survey items included related to the residence, gender, education completed, student status at Saddleback College,

and age of the respondents.

For purposes of analysis, cities and communities were grouped into four geographic areas: (1) border; (2) north; (3) south; and (4) north and south. These areas and their corresponding Zip Codes are listed below. Cities corresponding to areas and Zip Codes are also listed, though the latter should be interpreted with caution. Zip Codes Areas and city boundaries are not always coterminous; for example, one or more Zip Code Areas can be found within a single city or community.

The border area included the following Zip Codes:

92665 (Orange)
92667 (Orange)
92668 (Orange)
92669 (Orange)
92701 (Santa Ana)
92705 (Santa Ana)
92706 (Santa Ana)
92707 (Santa Ana)
92804 (Anaheim)

The north area included the fcllowing Zip Codes:

92650 (Irvine)
92680 (Tustin)
92705 (Tustin)
92709 (MCAS, El Toro)
92710 (MCAS, Tustin)
92714 (Irvine)

92715 (Santa Ana)

The south area included the following Zip Codes:

92624 (Capistrano Beach)

92629 (Dana Point)

92630 (El Toro)

92651 (Laguna Beach)

92652 (Laguna Beach)

92653 (Laguna Beach/Laguna Hills)

92672 (San Clemente/Capistrano Beach

92675 (San Juan Capistrano)

92677 (Laguna Niguel/South Laguna)

92678 (Trabuco Canyon)

92691 (Mission Viejo)

92692 (Mission Viejo)

Based on fall 1983 enrollment at Saddleback College, geographic areas of the District were classified according to Zip Code Areas as north or south, depending on the number of Saddleback students residing within a particular area. To illustrate, if the majority of Saddleback students living in the 92629 Zip Code Area were attending Saddleback College South, the 92929 area was classified as south. This geographic division according to Zip Code Areas did not result in equally distributing the District's population between the north and south areas. In fact, approximately one-third (1/3) of the respondents lived within the north area; approximately two-thirds (2/3) of the respondents

lived within the south area. These figures closely matched the District's population distribution.

To ensure the accuracy of the data base, the data on each survey protocol were compared with the data recorded on each coding sheet after the respondents' statements were transcribed to the coding sheets. After the data were entered into the computer from the coding sheets, a printout of the entered data was compared with the data on the coding sheets before the data was analyzed using NWA STATPAK (Version 3.1), a multi-function statistics library. The programs Speed, Splice, Select, Crosstab, and Tabout were used in entering, editing, merging, and tabulating the data and in generating tables.

Respondent Characteristics

Age

The sample included a cross-section of respondents in several age groups. (See Figure 1.) In general, the age distribution of the sample closely approximated the adult population of the Saddleback Community College District.

Fourteen (14) percent of the respondents were age 16 through 21; 10 percent were younger than 20. Approximately 24 percent were in their 20s, 27 percent in their 30s, and 15 percent in their 40s. Twenty-four (24) percent were age 51 or older. (See

Figure 1

AGE OF RESPONDENTS

(Total N=502)

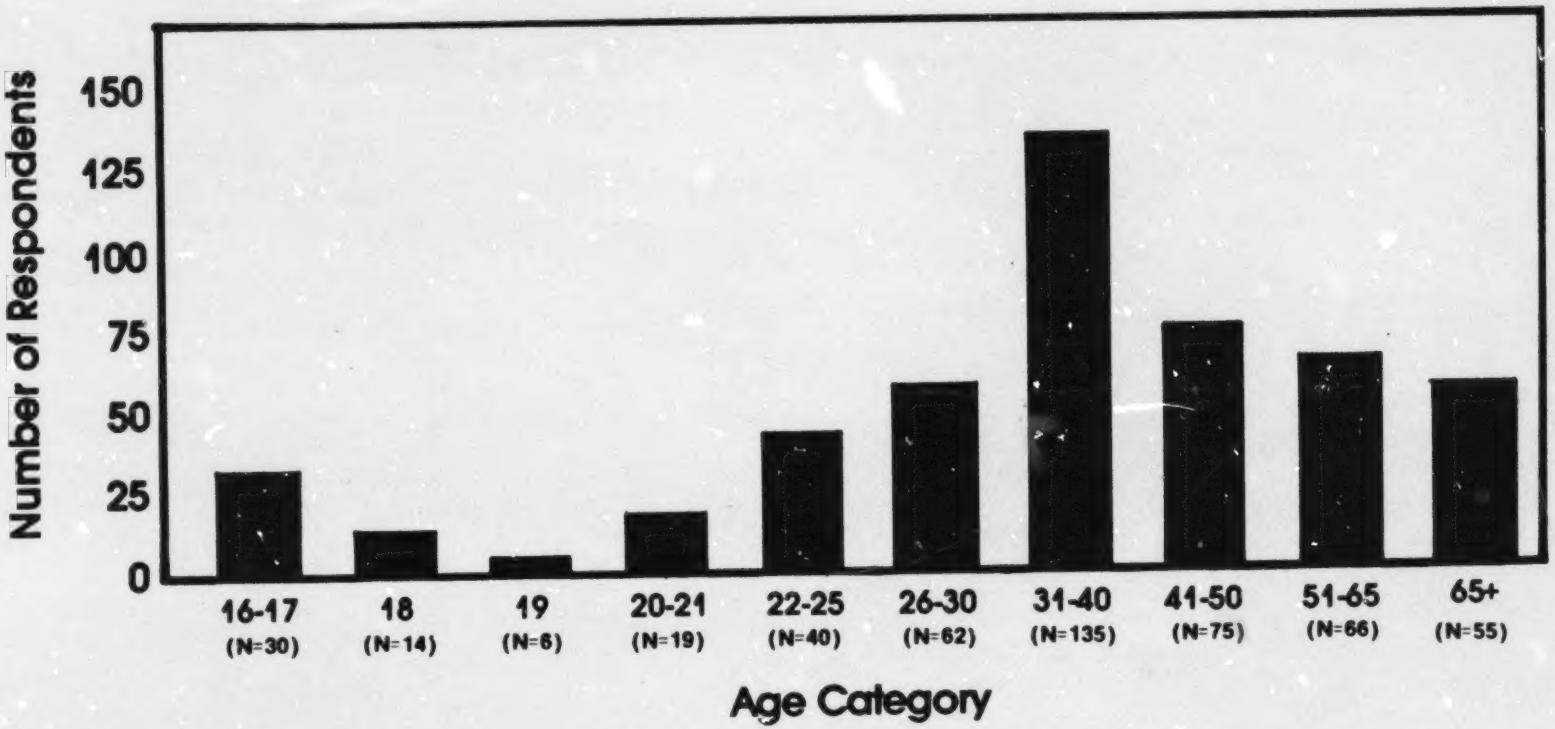


TABLE 1

AGE OF RESPONDENTS

Age	Female	Male	Row Totals
*16-17	12 4.5	18 7.6	30 6.0
18	5 1.9	9 3.8	14 2.8
19	2 0.8	4 1.7	6 1.2
20-21	12 4.5	7 2.9	19 3.8
22-25	17 6.4	23 9.7	40 8.0
26-30	30 11.4	32 13.4	62 12.4
31-40	68 25.8	67 28.2	135 26.9
41-50	42 15.9	33 13.9	75 14.9
51-65	39 14.8	27 11.3	66 13.1
65+	37 14.0	18 7.6	55 11.0
Column Totals	264 100.0	238 100.0	502 100.0

*Thirty (30) respondents, 6 percent of the sample, were age 16 or 17--12 females, 18 males.

Table 1.)

Residence

Approximately one-third (1/3) of the residents of the Saddleback Community College District live within the north area of the District; approximately two-thirds (2/3) live within the south area. Thirty-seven (37) percent of the sample resided within the border and north areas; 63 percent resided within the south area. (See Table 2.) Thus the sample is for the most part representative of residents living within the greater service area of Saddleback College.

Gender

A common research problem encountered in conducting telephone surveys is that females answer telephones more frequently than males; thus without taking this factor into account, the samples in telephone surveys would include a disproportionate number of females. To ensure that a representative sample of males were included in this study, the interviewer initially asked to speak to a male at least sixteen years of age when a female answered the telephone. This practice has been used in

TABLE 2

RESIDENCE OF RESPONDENTS

Border Area	
Orange	15
Santa Ana	26
Anaheim	1
North Area	
Irvine	105
Tustin/Santa Ana	36
MCAS, El Toro	2
South Area	
Capistrano Beach	3
Dana Point	11
El Toro	51
Laguna Beach	32
Laguna Hills	63
Laguna Niguel	20
Mission Viejo	102
San Clemente	11
San Juan Capistrano	9
South Laguna	14
Trabuco Canyon	1
	502

many similar studies and is a technique used in studies conducted by the Chancellor's Office of the California Community Colleges. This practice assures that males--particularly younger males--are included in studies of this type. (See Figure 2.)

In this study 53 percent of the sample was female; 47 percent was male. (See Table 1.) This representation closely compares to the age distribution of Orange County residents as of the last census: 51 percent were female; 49 percent were male.

Education Completed

Eighty-two (82) percent of the respondents living within the District had attended college or had earned a baccalaureate or an advanced degree. Five (5) percent of the respondents had not completed high school. The 5 percent figure, however, includes several respondents who were juniors or seniors in high school; thus the 5 percent figure is somewhat inflated. (See Table 3.) The proportion of respondents in each category who had completed high school or some college or had earned a baccalaureate or an advanced degree was nearly the same for respondents in the north and south areas.

Figure 2

GENDER OF RESPONDENTS

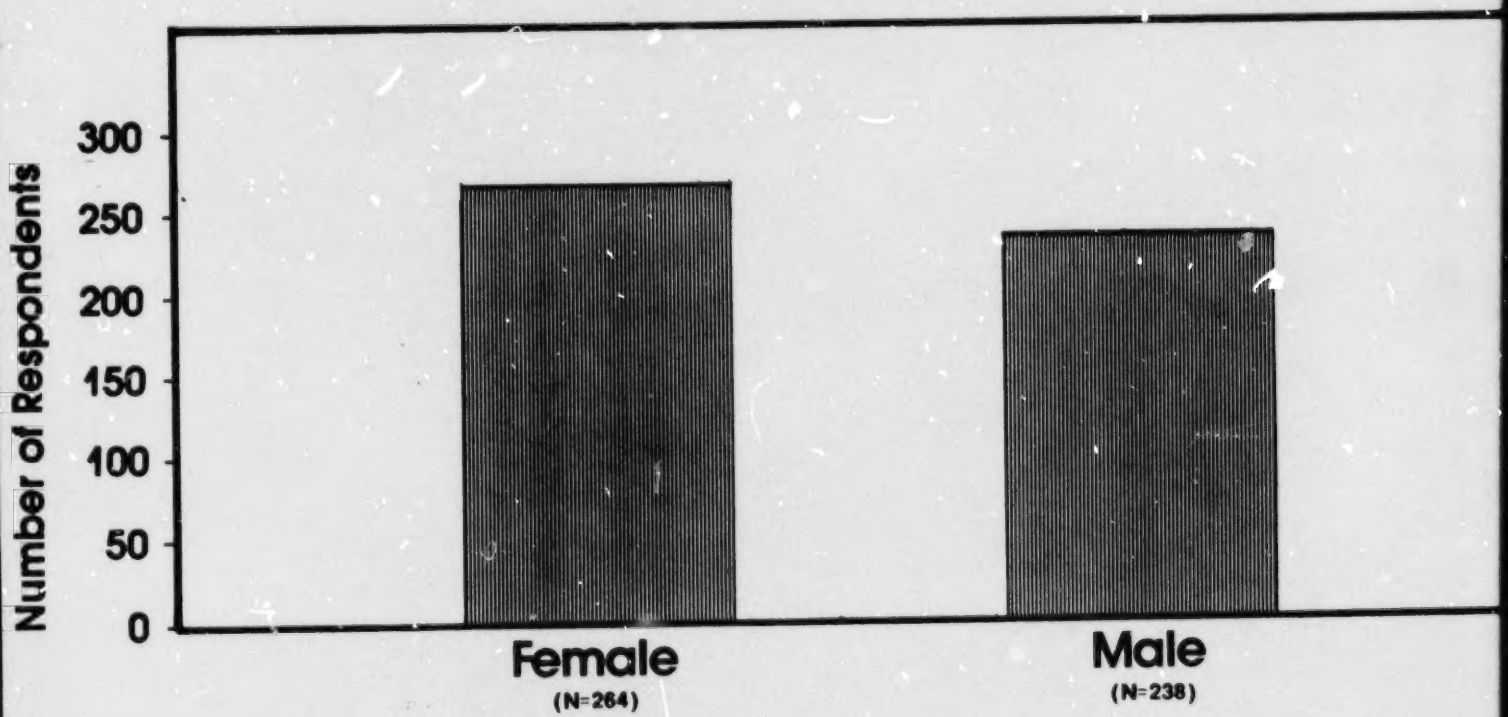


TABLE 3

EDUCATION COMPLETED

Education Completed	North Area Respondents	South Area Respondents	Row Totals
*Junior High	12 8.4	13 4.1	25 5.4
High School	17 11.9	41 12.9	58 12.6
Some College	61 42.7	142 44.8	203 44.1
Baccalaureate Degree	33 23.1	80 25.2	113 24.6
Advanced Degree	20 14.0	41 12.9	61 13.3
Column Totals	143 100.0	317 100.0	460 100.0

*Twenty-five (25) respondents, 5.4 percent of the sample, had completed junior high school.

Student Status at Saddleback College

Of the 460 respondents living within the District, 176 (38 percent) were attending or had attended Saddleback College. (See Table 4.) Most (76 percent) had attended Saddleback Collee South in Mission Viejo; approximately 18 percent had attended Saddleback College North in Irvine. Of the respondents residing within the the south area, 82 percent were attending or had attended Saddleback College South. Of the respondents living in the north area, 32 percent were attending or had attended Saddleback College North. Twelve respondents (7 percent) were attending or had attended both campuses.

Of the respondents living in the south area who were attending or had attended Saddleback College, 11 percent were or had been enrolled Saddleback College North. Of the respondents living in the north area who were or had been enrolled at Saddleback College, 54 percent were or had been enrolled at Saddleback College South.

Familiarity With Saddleback College

For adults living in central and southern Orange County to enroll at Saddleback College or use its services, they must know about them. Therefore, to determine how adults within Saddle-

TABLE 4

STUDENT STATUS AT SADDLEBACK COLLEGE

Campus Attended	North Area Respondents	South Area Respondents	Row Totals
*South	18 43.9	89 65.9	107 60.8
North	10 24.4	6 4.4	16 9.1
South and North	3 7.3	9 6.7	12 6.8
Emeritus Institute	2 4.9	14 10.4	16 9.1
Off-Campus	4 9.8	3 2.2	7 4.0
Other	0 0.0	1 0.7	1 0.6
North and Other	3 7.3	0 0.0	3 1.7
South and Off-Campus	1 2.4	9 6.7	10 5.7
South and Emeritus Institute	0 0.0	4 3.0	4 2.3
Column Totals	41 100.0	135 100.0	176 100.0

*One hundred seven (107) respondents (60.8 percent of the respondents residing in the north and south area) were attending or had attended Saddleback College South. Eighty-nine (89) respondents (65.9 percent of the respondents residing in the south area) were attending or had attended Saddleback College South; eighteen (18) respondents (43.9 percent of the respondents residing in the north area) were attending or had attended Saddleback College North.

back's service area find out about Saddleback's programs, courses, and services, respondents were asked to identify the sources of their information. Reading the Schedule of Classes was reported by 310 respondents (62 percent); reading other mailings was noted by 109 (22 percent). (See Figure 3.) Friends or personal contacts was reported by 104 respondents (21 percent); newspaper articles were identified by 35 (7 percent).

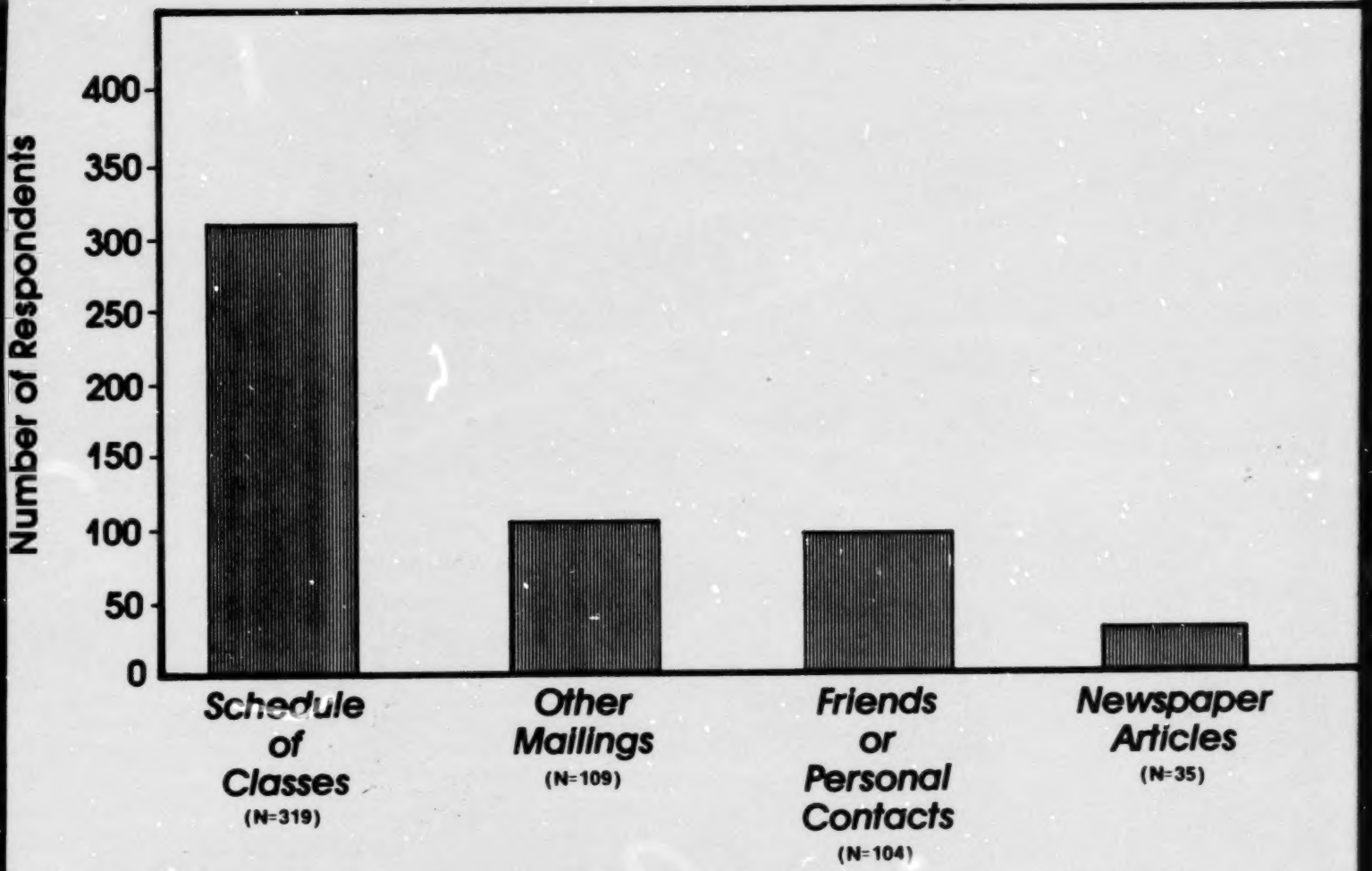
When those respondents who stated that they read the Schedule of Classes were asked how much time they spent reading it, 36 percent indicated they spent between 10 and 15 minutes; 29 percent answered they spent 30 minutes; 17 percent said they spent 5 minutes.

Plans to Enroll in College Courses

Respondents were asked if they planned to enroll in a college course within the next twelve months. Two hundred (200)--43 percent--of the respondents living within the District indicated they intended to enroll. Forty-seven (47) percent of this group stated they planned to enroll at Saddleback College South; 28 percent expressed their intent to enroll at Saddleback College North. Twenty-two (22) percent said they planned to attend a four-year college or university. Six (6) percent indicated they planned to enroll full-time at a community college other than Sad-

Figure 3

SOURCES OF INFORMATION ABOUT SADDLEBACK COLLEGE



dleback. And 4 percent said that they would concurrently attend Saddleback College and another community college.

Of the eighteen (18) respondents who planned to attend community colleges other than Saddleback, ten (10) stated that their places of employment were nearer another college than Saddleback, fourteen (14) believed that the courses they wanted to enroll in would not be offered, and two (2) named both factors. Fourteen (14) respondents stated they planned to attend Orange Coast College; and two (2) indicated they planned to attend Santa Ana College.

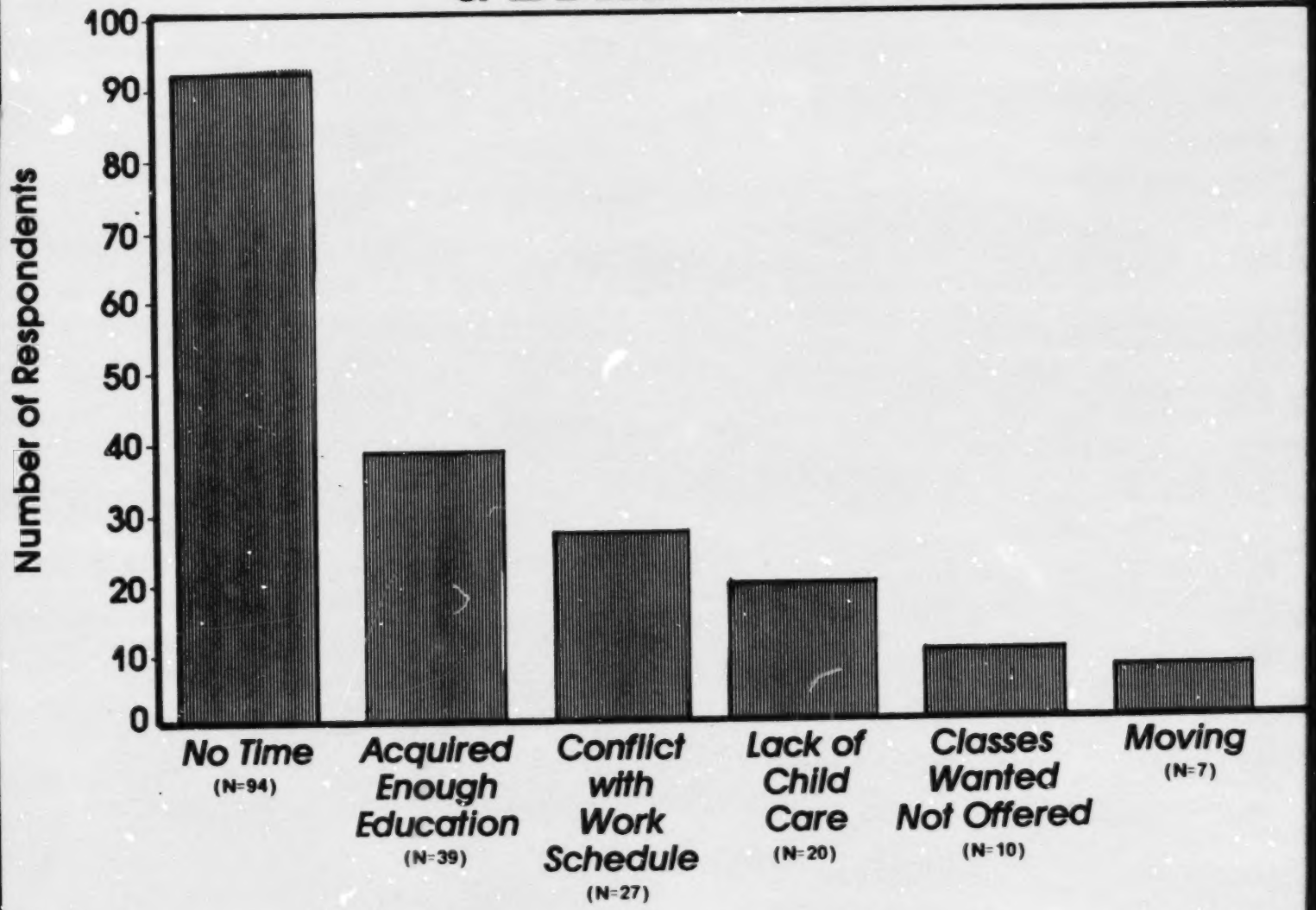
When the respondents who reported that they did not plan to attend college within the next twelve months were asked to state why they did not plan to enroll, the following reasons were identified: lack of time, the belief that they had acquired enough education, conflict with work schedules, lack of child care available, classes they want to take would not be offered, or the respondent planned to move. (See Figure 4.)

Effect of Tuition on Enrollment

Respondents who stated they planned to enroll in a community college within the next twelve months were asked how the recently enacted tuition legislation would affect their future enrollment. Of the 159 respondents in this group, 86 percent stated that tuition would have no effect; 9 percent, however, reported that

Figure 4

REASONS FOR NOT ATTENDING SADDLEBACK COLLEGE



the enacted tuition would result in their enrolling in fewer courses. Five (5) percent of the responses did not fit either category.

Interest in Selected Course Categories

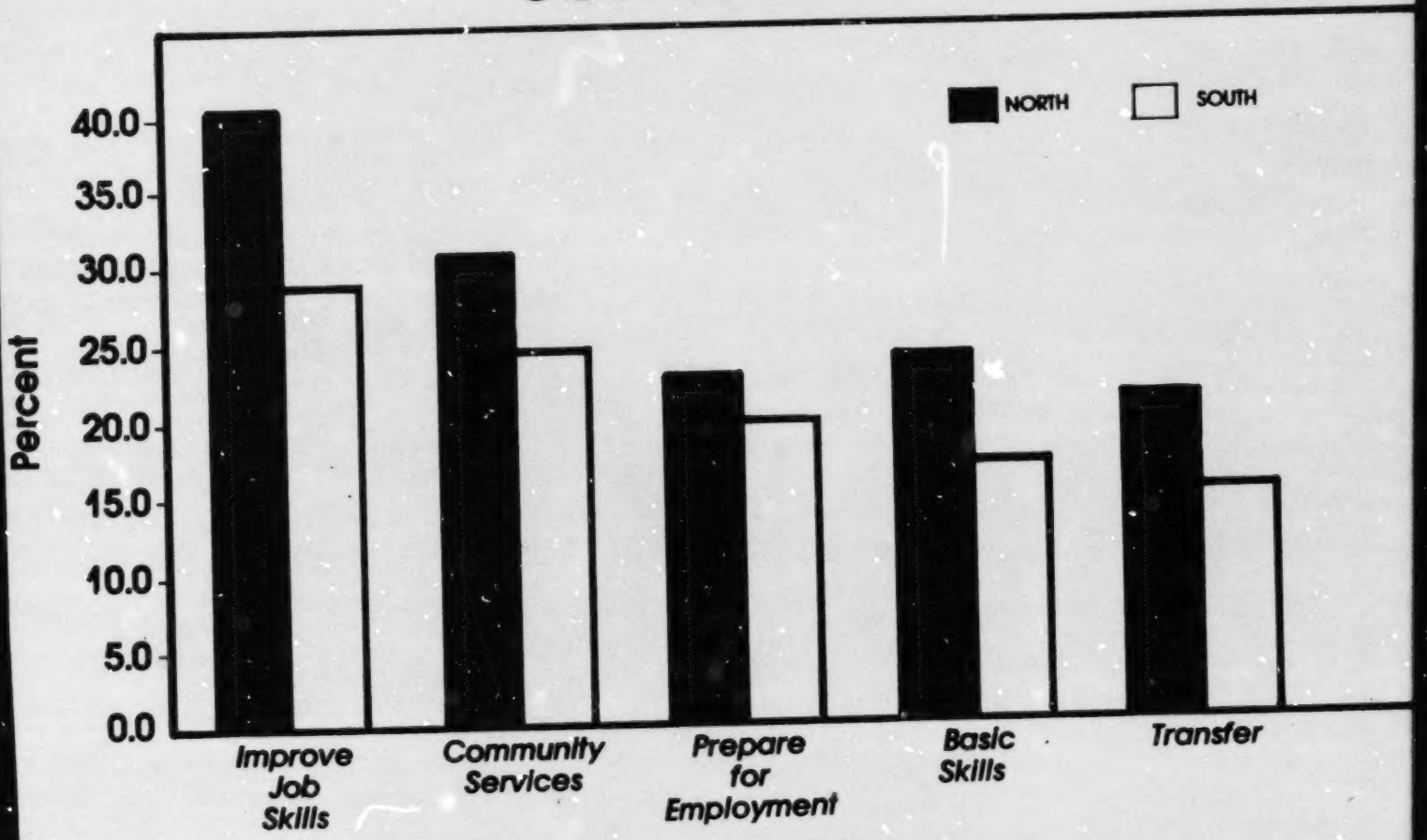
Five (5) categories of courses offered at Saddleback College were read to the respondents: courses to improve job skills, courses offered thorugh community services, courses to prepare for employment, courses to improve basic skills, and courses to transfer. Respondents were asked to indicate whether they were "Very Interested, "Somewhat Interested," "Not Very Interested," or "Not At All Interested" in enrolling in courses in the categories named. (See Figure 5.)

Courses to Improve Job Skills

Thirty-one (31) percent of the respondents living within the District (40 percent of the respondents in the north area, 27 percent of the respondents in the south area) stated that they were interested (very or somewhat) in enrolling in courses to improve job skills.

Figure 5

INTEREST IN SELECTED COURSE CATEGORIES



Courses Offered Through Community Services

Twenty-six (26) percent of the respondents living within the District (32 percent of the respondents in the north area, 24 percent of the respondents in the south area) reported they were interested (very or somewhat) in enrolling in workshops, seminars, or courses sponsored by Saddleback's Office of Community Services.

Courses to Prepare for Employment

Twenty-one (21) percent of the respondents living within the District (22 percent of the respondents in the north area, 20 percent of the respondents in the south area) said that they were interested (very or somewhat) in enrolling in courses to prepare for employment.

Courses to Improve Basic Skills

Nineteen (19) percent of the respondents living within the District (24 percent of the respondents in the north area, 17 percent of the respondents in the south area) stated that they were interested (very or somewhat) in enrolling in courses to improve basic skills (reading, writing, mathematics).

Courses to Transfer

Seventeen (17) percent of the respondents living within the District (21 percent of the respondents in the north area, 15 percent of the respondents in the south area) said that they were interested (very or somewhat) in enrolling in transfer courses.

Interest in Enrolling in Specific Courses

Respondents who stated they were "Very Interested" or "Somewhat Interested" in at least one or more categories were subsequently asked to name specific courses they were interested in taking. For example, if respondents indicated they were "Very Interested" in enrolling in courses to prepare for employment, the interviewer asked the respondents to "name specific courses to prepare for employment you're interested in taking."

The courses elicited from the respondent were recorded by the interviewer. There was no limit to the number of responses recorded. There was, however, a limit to the number of responses placed in the survey's data base. Only the first six courses named and the resulting first three subject area categories were coded. (Very few respondents named more than six courses.)

Courses identified by respondents living within the District were classified according to the taxonomy found in Appendix B.

The number of times each course was mentioned is listed. In many cases the same courses were named by several respondents. In all, 811 courses were named.

Interest in Enrolling in Courses by Subject Areas

To count the number and types of courses named is informative, but merely summing the frequency of the course responses distorts what the data represent. For example, suppose one respondent stated an interest in enrolling in the following courses: bookkeeping, investments, business law, real estate, and marketing. Suppose another respondent indicated an interest in enrolling in a speech and in a philosophy course. In sum, seven courses have been named, five business courses and two humanities courses. The fact is, however, that one student wants to enroll in business courses; another student wants to enroll in humanities courses.

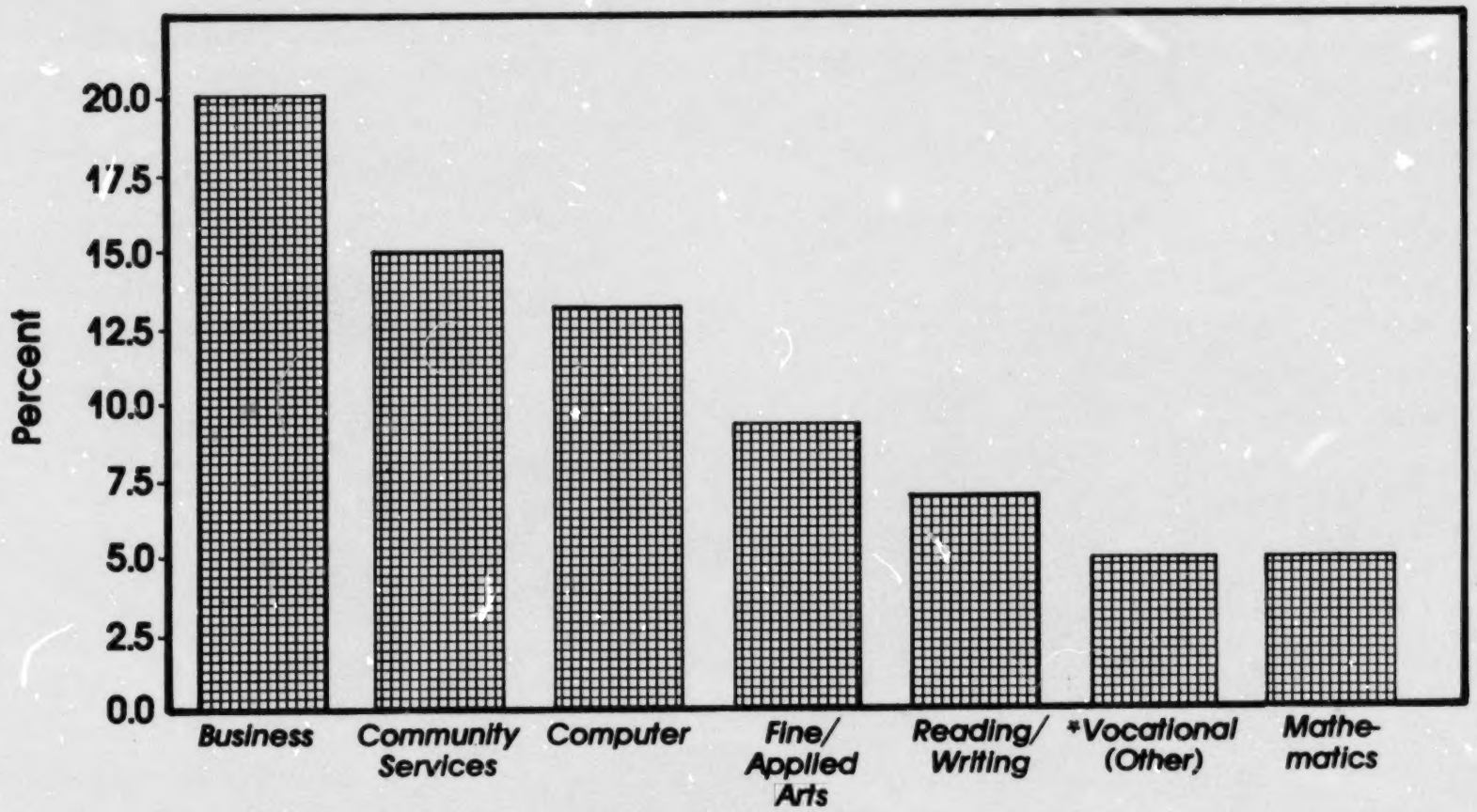
On the surface it appears that more than twice as many business courses as humanities courses should be offered. Yet what is identified is that two students want to enroll in one or more courses in two subject areas. Thus to provide a more accurate representation of student interest in various subject areas, each course named was designated by subject area. (See Appendix C.) Each respondent was limited to contributing three subject areas to the survey's data base.

Courses named by respondents living within the District were classified into subject areas according to the taxonomy found in Appendix B. Based on the 811 courses named, 665 subject area codings resulted. For example, if a respondent expressed an interest in enrolling in a speech and in a philosophy course, two courses were recorded (see Appendix B) and one subject area--humanities--was coded (see Appendix C). The survey's data base includes seventy (70) course classifications and twenty-one (21) subject area classifications.

Twenty (20) percent of the coded subject areas were classified as business courses; 15 percent as workshops, seminars, and courses sponsored by Saddleback's Office of Community Services; 13 percent as computer courses; 9 percent as fine/applied arts courses; 7 percent as reading and writing courses; 5 percent as other vocational programs or courses; and 5 percent as mathematics courses. (See Figure 6.) In sum, the combination of business courses, Community Services offerings, and computer courses constituted nearly 50 percent of the subject area codings. These courses and offerings in addition to fine/applied arts, reading and writing, other vocational, and mathematics courses constituted 73 percent of the subject area codings. Each of the remaining subject area codings constituted less than 2 percent of the codings. Forty-three (43) percent of the respondents living within the District indicated they were very or somewhat interested in at least one category of courses.

Figure 6

SUBJECT AREAS CODED



*Includes vocational courses not coded in other categories.

Influence of Selected Programs and Courses on Enrollment

Programs and services typically found at community colleges were named by interviewers. Respondents were asked to indicate what influence the presence of each program or course would have on their decision to enroll at Saddleback College. In general, the responses of the respondents in the north area were nearly the same as those of the respondents in the south area.

Respondents who stated that they planned to enroll in college within the next twelve months identified the availability of personal computers to use in and out of class, the opportunity to view athletic events, and the presence of an art program as the factors most likely to influence their decision to enroll at Saddleback College. (See Figure 7.) Eighty (80) percent of the respondents identified the availability of computers; approximately 50 percent reported the viewing athletic events and the presence of an art program. These same categories were also reported by respondents who were undecided about enrolling or who did not plan to enroll within the next twelve months as the factors most likely to influence their decision to enroll. (See Figure 8.)

Figure 7

INFLUENCE OF PROGRAMS AND SERVICES ON ENROLLMENT (Plan to Attend)

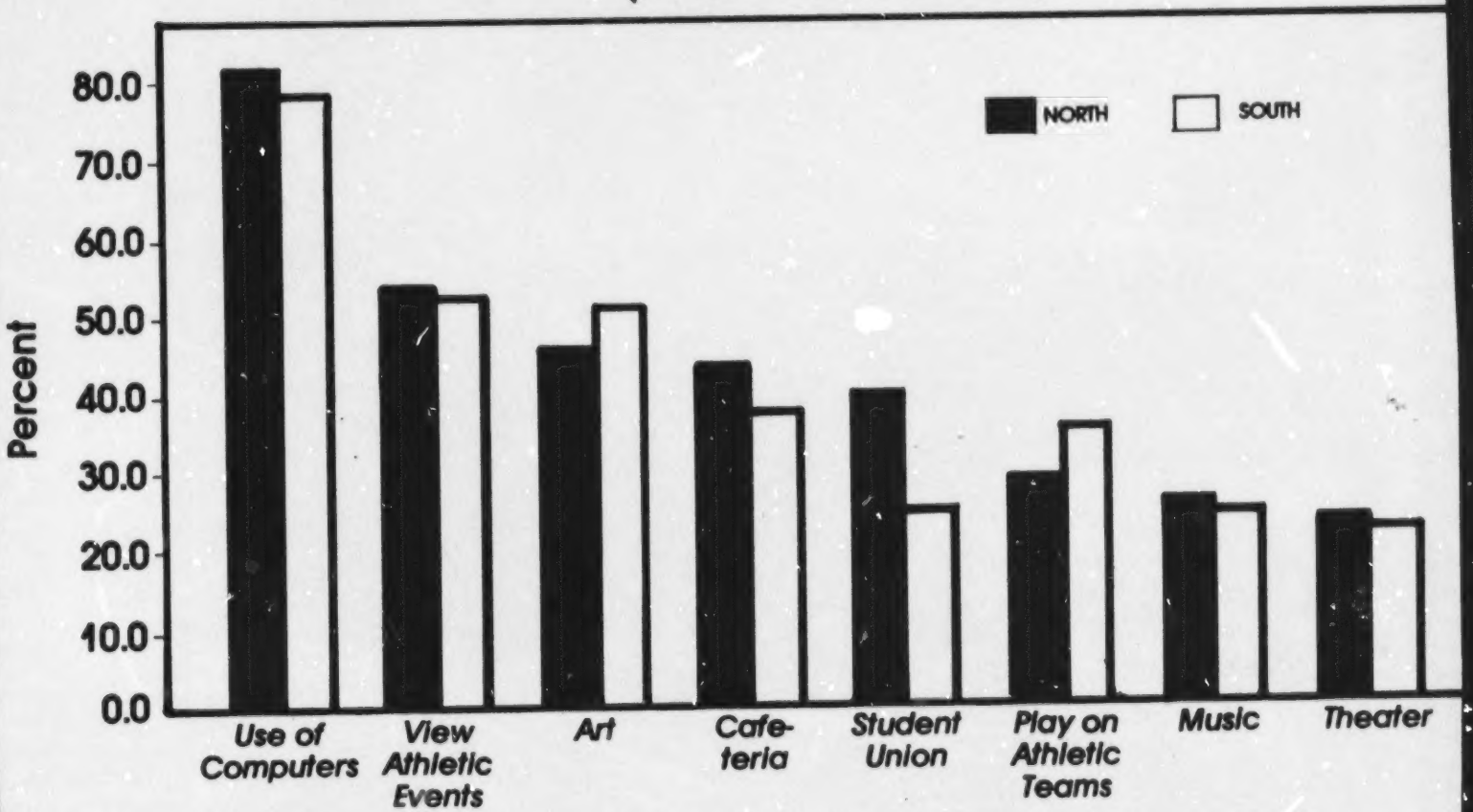
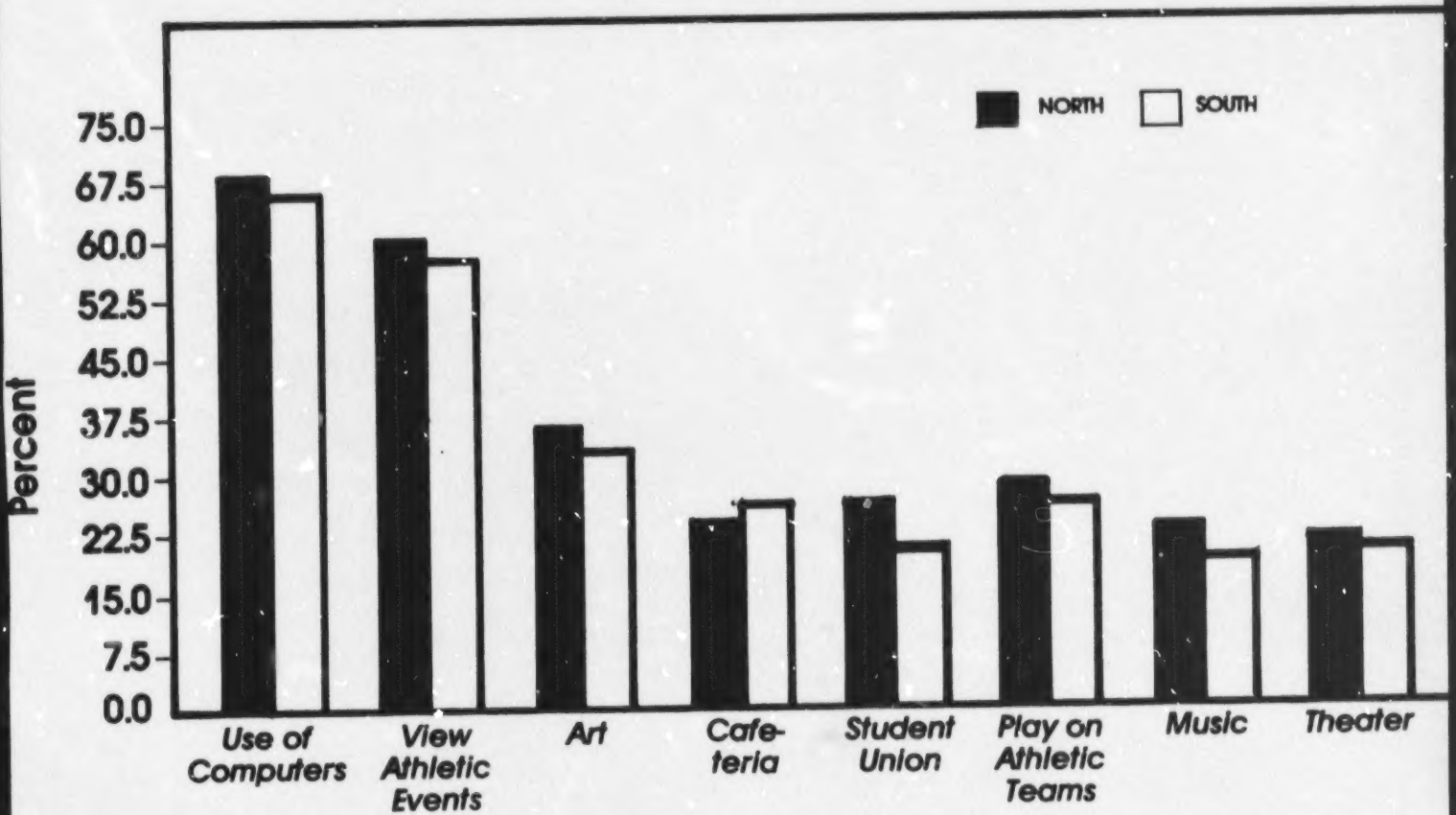


Figure 8

INFLUENCE OF PROGRAMS AND SERVICES ON ENROLLMENT (Undecided or Don't Plan to Attend)



Reactions to Selected Statements Concerning the Relevancy, Quality, and Number of Saddleback College Programs and Courses

Selected statements concerning Saddleback College programs and courses were read by the interviewer to each respondent. Respondents were asked to express their extent of agreement or disagreement with each statement by answering whether they "Strongly Agree," "Somewhat Agree," "Somewhat Disagree," "Strongly Disagree," or held "No Opinion."

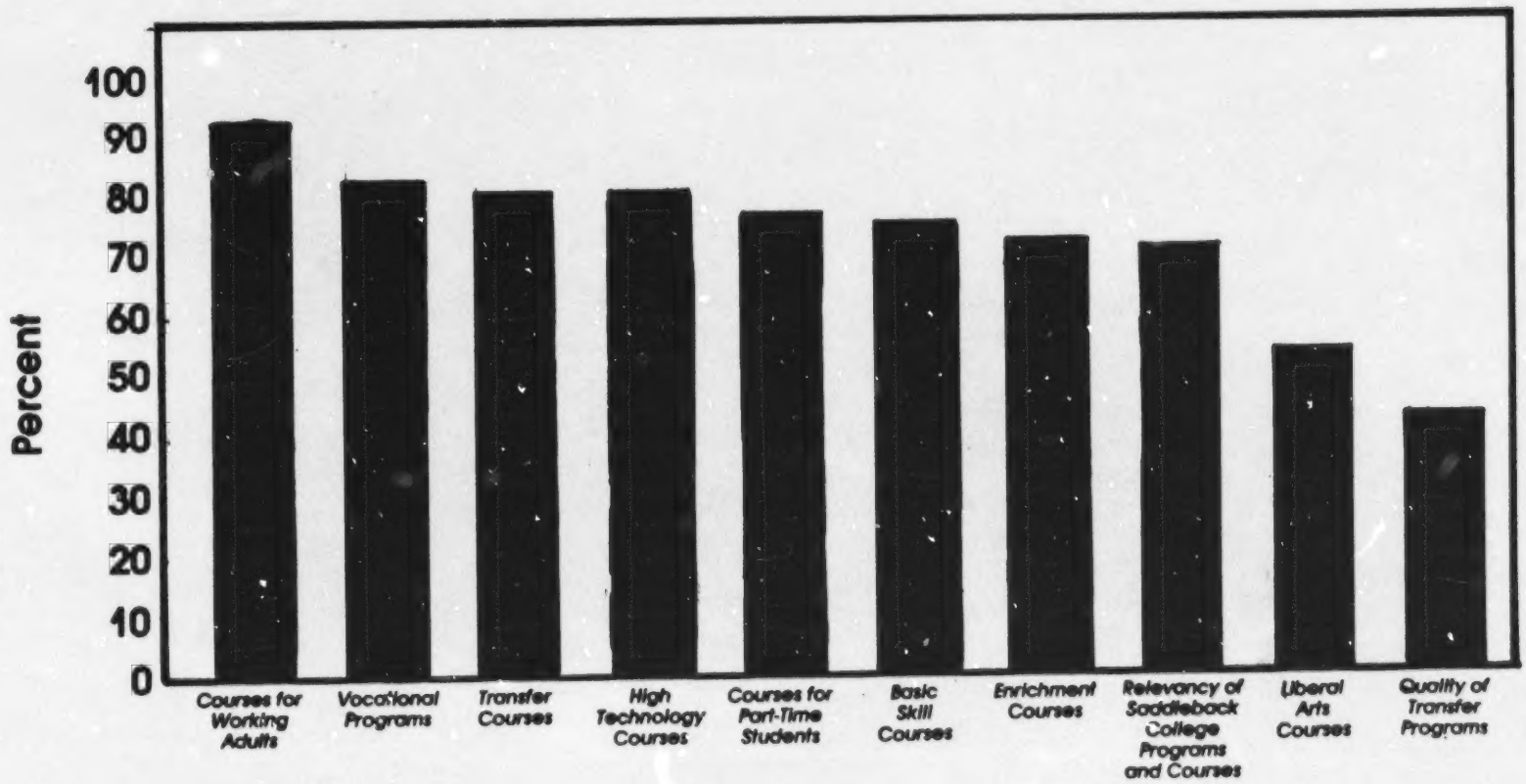
Respondents in the north (south) area responded to the statements in reference to Saddleback College North (Saddleback College South). There were only slight differences between the responses of north and south area respondents. Except for the statement concerning the quality of transfer courses, the overwhelming majority of respondents strongly agreed or somewhat agreed with the other survey statements. (See Figure 9.)

Respondents in the north and south areas agreed that Saddleback College should offer more courses for working adults (92 percent) and for part-time students (77 percent). They also agreed that additional transfer (80 percent), vocational (83 percent), and enrichment courses (71 percent) should be offered. Respondents agreed that more courses should be offered in the following areas: liberal arts (54 percent), high technology (80 percent), and basic skills (75 percent). And respondents agreed

Figure 9

AGREEMENT WITH STATEMENTS

(North and South Respondents)



that the programs and courses at Saddleback College are designed to meet the technological demands of the 1980s (70 percent).

In response to the statement concerning the quality of transfer courses offered at Saddleback College, most (43 percent) disagreed with the statement that many high school graduates enroll in four-year colleges or universities because Saddleback College does not offer transfer programs of high quality; only twenty-five (25) percent agreed with the statement. Thirty-two (32) percent expressed no opinion concerning the quality of transfer programs at Saddleback College.

Use of the Survey's Data Base

The data base resulting from the responses of the 502 respondents is extensive. In fact, the analyses included in this study are the result of using only a few of many data combinations that could have been analyzed. To maximize the use of the data, district personnel and authorized researchers interested in planning or research are encouraged to contact the Vice Chancellor, Educational Services and Student Development, to make arrangements to use the data base for approved purposes.

Summary

A telephone survey of 502 residents of central and southern Orange County, 460 residing within the service area of the Saddleback Community College District, was conducted during March and April 1984. The survey sought to determine the community's familiarity with Saddleback College and its programs and to establish a data base to assist in educational planning.

The sample included a cross-section of residents in several age groups that, in general, approximated the adult population of the District. Fifty-three (53) percent of the sample was female; 47 percent was male.

Eighty-two (82) percent of the respondents living within the District had attended college or had earned a baccalaureate or an advanced academic degree. Thirty-eight (38) percent of the respondents were presently enrolled or had been enrolled at Saddleback College.

Respondents living within the District reported that reading the Schedule of Classes and other mailings and receiving information from friends and personal contacts were the principal ways they learned about Saddleback College and its programs.

Forty-three (43) percent of the respondents living within the District stated that they planned to enroll in a college course within the next twelve months. Forty-seven (47) percent of this group stated that they planned to enroll at Saddleback

College South; 28 percent expressed their intent to enroll at Saddleback College North. Eighty-six (86) percent claimed that recently enacted tuition legislation would have no affect on their decision to enroll.

Respondents living within the District expressed interest in enrolling in courses to improve job skills; in courses to improve reading, writing, and mathematics; and in workshops, seminars, and courses sponsored by the Office of Community Services. Those respondents expressing an interest in selected course categories identified 811 courses that were coded into 21 subject areas. Seventy-three (73) percent of the subject area categories were constituted of the following areas: business, Community Services, computer/information science, reading and writing, fine/applied arts, other vocational, and mathematics. The availability of personal computers to use in and out of class, the opportunity to view athletic events, and the presence of an art program were the factors identified as the ones most likely to influence the respondents' decision to enroll at Saddleback College.

Respondents living within the District agreed that Saddleback College should increase the number of programs and courses offered. Of those programs and courses named in the survey, respondents most strongly supported increasing the number of the following types of courses: courses to improve job skills, courses for working adults, courses in high technology, courses for part-time students, courses (and seminars and workshops)

sponsored by the Office of Community Services, and courses that are part of various vocational programs.

APPENDIX A

TELEPHONE SURVEY INSTRUMENT

SCCD Community Survey
Spring 1984

ID Number_____
Telephone Number Dialed_____
Interviewer_____
Date_____

HELLO, I'M _____FROM THE RESEARCH OFFICE AT SADDLEBACK COLLEGE. WE'RE SURVEYING ADULTS IN OUR AREA TO FIND ABOUT WHAT THEY KNOW ABOUT SADDLEBACK COLLEGE SO WE CAN BETTER SERVE OUR COMMUNITY. . . . I'D LIKE TO INTERVIEW THE YOUNGEST MALE AGE 16 OR OLDER WHO IS AT HOME.

If a male is not available: IN THAT CASE, I'D LIKE YOU TO RESPOND TO OUR SURVEY QUESTIONS.

__Will participate at another time. Call again on _____at_____AM/PM.

__Refuses to participate.

I NEED TO KNOW IF YOU LIVE WITHIN SADDLEBACK'S SERVICE AREA.

WHAT CITY DO YOU LIVE IN? _____

AND WHAT IS YOUR ZIP CODE? _____

If city of Zip Code is not within Saddleback's service area, terminate call:

WHERE YOU LIVE IS NOT WITHIN THE AREA WE'RE SURVEYING. THEREFORE, I WON'T TAKE UP ANY MORE OF YOUR TIME. THANK YOU VERY MUCH FOR YOUR COOPERATION.

Note reason for terminating any call to an eligible respondent.

_____

_____

37 – 39

ARE YOU PRESENTLY TAKING OR HAVE YOU EVER TAKEN A CLASS AT SADDLEBACK COLLEGE?

__No

__Yes

WHAT LOCATION? (Check all appropriate locations.) ANY OTHER LOCATIONS?

__South Campus

__North Campus

__Emeritus Institute

__Off-campus site_____

__Other_____

HOW DO YOU FIND OUT ABOUT PROGRAMS AND COURSES OFFERED AT SADDLEBACK COLLEGE? (Check all appropriate categories.) HOW ELSE DO YOU FIND OUT?

__Class schedules

__Other mailings

__Friends, personal contacts

__Newspapers

__Television

__Other_____

IN NOVEMBER OR DECEMBER 1983 WE MAILED YOU A SPRING CLASS SCHEDULE FOR SADDLEBACK COLLEGE. DID YOU READ IT?

__No

__Yes

If YES checked: ABOUT HOW MUCH TIME DID YOU SPEND READING IT?

__About 30 minutes

__About 10-15 minutes

__About 5 minutes

__Other_____

DO YOU PLAN TO TAKE ANY COLLEGE COURSES WITHIN THE NEXT YEAR?

__No

__Undecided

__Yes

If NO or UNDECIDED checked: PLEASE TELL ME WHY YOU'RE NOT PLANNING TO TAKE A CLASS. (Check all appropriate categories.)

__No time

__Already have enough education

__Conflict with work schedule

__Moving

__Lack of child care/baby-sitter

__Classes needed not offered

__No specific reason

__Other_____

If YES checked: WHERE DO YOU PLAN TO ATTEND? ANYWHERE ELSE?

__South Campus

__North Campus

__Emeritus Institute

__Off-campus site_____

__Other_____

__Another community college

WHICH COMMUNITY COLLEGE?

_____

PLEASE TELL ME WHY YOU PLAN TO ATTEND _____ (COMMUNITY) COLLEGE INSTEAD OF SADDLEBACK.

_____

_____

IN 1984 THE CALIFORNIA LEGISLATURE AND GOVERNOR INSTITUTED TUITION IN ALL CALIFORNIA COMMUNITY COLLEGES. THEREFORE, BEGINNING AUGUST 1984, STUDENTS AT SADDLEBACK COLLEGE WHO TAKE SIX UNITS OR MORE MUST PAY $50 A SEMESTER; STUDENTS WHO TAKE FEWER THAN SIX UNITS MUST PAY $5 A UNIT. HOW WILL TUITION AFFECT YOUR TAKING CLASSES AT A COMMUNITY COLLEGE?

__No effect

__Take fewer classes

__No longer can afford to attend

__Other_____

__Four-year college or university

WHICH COLLEGE/UNIVERSITY?

_____

__Private vocational school

__Unsure

__Other_____

FOR RESPONDENTS WITH NORTH AREA ZIP CODES, GO TO BUFF PAPER.

FOR RESPONDENTS WITH SOUTH AREA ZIP CODES, GO TO BLUE PAPER.

I'M GOING TO ASK YOU ABOUT COURSES OFFERED AT SADDLEBACK COLLEGE, SOUTH CAMPUS YOU COULD TAKE IN THE NEXT 12 MONTHS. FOR EACH CATEGORY TELL ME IF YOU ARE "VERY INTERESTED," "SOMEWHAT INTERESTED," "NOT VERY "INTERESTED," OR "NOT AT ALL INTERESTED" IN TAKING COURSES IN THE CATEGORIES NAMED.

	Very Interested	Somewhat Interested	Not Very Interested	Not At All Interested
Courses for transfer to a four-year college or university	1	2	3	4
Courses to prepare people for employment	1	2	3	4
Courses to improve job skills	1	2	3	4
Courses to improve skills in reading, writing, and mathematics	1	2	3	4
Workshops, seminars, and courses sponsored by Saddleback's Office of Community Services	1	2	3	4

(If respondent answers, "I don't know" to any category:

For any category checked "VERY INTERESTED" or "SOMEWHAT INTERESTED":

PLEASE NAME SPECIFIC AREAS OF STUDY OR SPECIFIC COURSES YOU'RE INTERESTING IN TAKING. . . . ANY OTHERS?

_____

_____

_____

I'M GOING TO NAME PROGRAMS AND SERVICES TYPICALLY FOUND AT MANY COMMUNITY COLLEGES. PLEASE TELL ME IF THE OPPORTUNITY TO PARTICIPATE IN THE PROGRAM OR SERVICE NAMED WOULD INFLUENCE YOUR DECISION TO BECOME A STUDENT AT SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS. ANSWER "GREATLY INFLUENCE, "SOMEWHAT INFLUENCE," "NOT LIKELY INFLUENCE," OR "NOT AT ALL INFLUENCE" YOUR DECISION TO ENROLL.

	Greatly Influence	Somewhat Influence	Not Likely Influence	Not At All Influence
Theater productions in which you could participate	1	2	3	4
Athletic teams on which you could play	1	2	3	4
Music groups in which you could perform	1	2	3	4
Athletic events you could watch	1	2	3	4
Personal computers you could use in and out of class	1	2	3	4
A comprehensive art program that could include exhibits of your work	1	2	3	4
A campus cafeteria	1	2	3	4
A student union (center)	1	2	3	4

PLEASE TELL ME IF YOU "STRONGLY AGREE," "SOMEWHAT AGREE," "SOMEWHAT DISAGREE," OR "STRONGLY DISAGREE" WITH EACH OF THE FOLLOWING STATEMENTS:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	No Op
1. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS PROGRAMS AND COURSES ARE DESIGNED TO PROVIDE STUDENTS WITH THE KNOWLEDGE AND SKILLS NEEDED TO MEET THE TECHNOLOGICAL DEMANDS OF THE JOB MARKET OF THE 1980s.	1	2	3	4	5
2. MANY LOCAL HIGH SCHOOL GRADUATES ENROLL IN FOUR-YEAR COLLEGES OR UNIVERSITIES BECAUSE SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS DOES NOT PROVIDE TRANSFER PROGRAMS OF HIGH QUALITY.	1	2	3	4	5
3. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS SHOULD OFFER MORE COURSES SUCH AS ART, PSYCHOLOGY, MUSIC, AND SOCIOLOGY (liberal arts, social sciences).	1	2	3	4	5

4. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS SHOULD OFFER MORE COURSES SUCH AS ELECTRONICS, COMPUTERS, CHEMISTRY, AND MATHEMATICS (high technology).	1	2	3	4	5
5. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS SHOULD OFFER MORE VOCATIONAL TRAINING PROGRAMS SO THAT PEOPLE CAN LEARN A TRADE OR ACQUIRE THE SKILLS NEEDED TO GET A JOB.	1	2	3	4	5
6. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS SHOULD OFFER MORE COURSES TO ENRICH PEOPLE'S LIVES SO THEY CAN MAKE IMPROVED USE OF THEIR LEISURE TIME.	1	2	3	4	5
7. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS SHOULD OFFER MORE COURSES FOR WORKING ADULTS TO UPDATE THEIR KNOWLEDGE OR SKILLS AND COURSES FOR ADULTS WHOSE JOBS ARE ELIMINATED BECAUSE OF ADVANCES IN TECHNOLOGY.	1	2	3	4	5
8. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS SHOULD OFFER MORE TRANSFER COURSES FOR THOSE STUDENTS WHO PLAN TO TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY TO EARN A B.A. DEGREE.	1	2	3	4	5
9. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS SHOULD OFFER MORE EVENING COURSES FOR PART-TIME STUDENTS.	1	2	3	4	5
10. SADDLEBACK COLLEGE, SOUTH (NORTH) CAMPUS SHOULD OFFER MORE COURSES IN READING, WRITING, AND MATHEMATICS SO THAT STUDENTS WILL BE BETTER PREPARED TO SUCCEED IN VOCATIONAL AND TRANSFER COURSES.	1	2	3	4	5

FOR PURPOSES OF THIS SURVEY WE NEED TO KNOW THE ANSWERS TO THREE QUESTIONS ABOUT YOU--THE RESPONDENT. ARE YOU MALE OR FEMALE?

__Female

__Male

PLEASE TELL US HOW MUCH FORMAL SCHOOLING YOU HAVE COMPLETED.

__Junior high school

__High School

__Some college

__B.A. degree

__Advanced degree

__Other training

__Decline to state

__Other_____

ONE FINAL QUESTION. I'M GOING TO READ SOME AGE GROUPS. PLEASE TELL US THE ONE THAT FITS YOU.

__17 or younger

__18

__19

__20-21

__22-25

__26-30

__31-40

__41-50

__51-65

__65+

__Declines to state

YOU HAVE NOW COMPLETED THE SURVEY. THANK YOU FOR YOUR TIME AND MORE IMPORTANT, THANK YOU FOR YOUR CONTRIBUTION. YOU'VE BEEN VERY HELPFUL. GOOD-BYE.

APPENDIX B

CLASSIFICATION OF COURSES

	Frequency
Business	
business, general	17
accounting/bookkeeping	34
small business	6
management/supervision/personnel	33
finance/investments	21
business law	11
marketing/sales/advertising/merchandising/public relations	14
real estate	15
clerical/typing/dictation/business machines/shorthand	17
word processing	9
data processing	2
Other	17
Community Services (Non-Credit)	
workshops, seminars, courses	82
travel tours	9
conversational language	8
enrichment	9
Other	2
Computer/Information Science	
computers, general	43
computers, use of	8
programming, general	46
Education	
education, general	5
special education	6
Other	4
Engineering/Architecture	
engineering, general	3
electronics/electrical	4
architecture	3
Other	4

Fine/Applied Arts

art, general	9
crafts	5
painting/drawing	14
music, general	8
piano/organ	5
theater/drama	2
photography	16
Other	10

Foreign Language

traditional foreign languages (French, Spanish, German)	8
Japanese/Chinese	1
Other	3

Health

health, general	3
alcohol/drug abuse	1
Other	1

Home Economics/Consumer Education

home economics, general	7

Humanities

humanities, general	1
writing	34
reading	22
speech/group dynamics	8
philosophy	2
Other	16

Mathematics

mathematics, general	18
calculus	9
algebra	7
arithmetic	1
Other	3

Nursing 8

Physical Education	
physical education, general	3
recreation	9
Other	5
Physical Science	
chemistry/physics	7
Other	2
Science	
science, general	1
biology/botany/anatomy/physiology	7
Other life science	2
Other physical science	1
Social Science	
psychology	4
sociology/anthropology	1
history/political science	10
Other	2
Transfer (Unspecified)	10
Vocational (Other)	
electronics/electrical	4
computer maintenance technician	2
graphic design (including CAD/CAM)	6
Other	36
No Specific Courses Identified	4
Other	41
Total	811

APPENDIX C

CLASSIFICATION OF COURSES BY SUBJECT AREA

	Frequency
Business	132
Community Services (Non-Credit)	103
Computer/Information Science	86
Education	14
Engineering/Architecture	11
Fine/Applied Arts	46
Foreign Language	12
Health	5
Home Economics/Consumer Education	6
Humanities	21
Mathematics	31
Nursing	8
Physical Education	15
Physical Science	9
Reading and Writing	49
Science	10
Social Science	16
Transfer (Unspecified)	10
Vocational (Other)	36
No Specific Courses Identified	4
Other	41
Total	665